

February 2017 - News from the State Board of Education

North Carolina Public Schools

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Inbox

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From the Board Room ACTIVITIES OF THE NC BOARD OF EDUCATION

FEBRUARY 2017

The State Board of Education is comprised of the State Treasurer, the Lieutenant Governor and 11 citizens appointed by the Governor. This newsletter highlights the Board's activities on behalf of the 1.5 million public school students in our state and the more than 100,000 educators who provide services to children. You may view all State Board of Education member and advisor information [online](#). To access current and archived versions of From the Boardroom, visit the State Board of Education's [website](#).



First Global-Ready School Districts Recognized

Global education has been a focus of the State Board of Education since 2011 when members formed a Task Force on Global Education, and this month, two school districts were the first to receive Global-Ready designations: Charlotte-Mecklenburg Schools and Onslow County Schools.

In 2013, the Board made five commitments to help ensure that students graduate from high school prepared to live, work and contribute in an interconnected, global world. These commitments – teacher support and tools, leading-edge language instruction, new school models, district networking and recognition, and strategic international relationship – have led to a new focus on global education and recognition efforts to encourage and highlight educators and schools that are global-ready.

School Environment and Engagement Measures Improved in 2015-16

The number of school crimes, long-term suspensions, expulsions, corporal punishment and high school dropouts went down in 2015-16. The only measure included in the annual [Consolidated Data Report](#) that increased was short-term suspensions, according to data presented in February.

The number of [school crimes decreased](#) 3.2 percent to 10,020, and the acts per 1,000 students decreased to 6.62 acts per 1,000 students. The most frequently reported acts involved illegal possession of controlled substances, alcoholic beverages and weapons (excluding firearms or powerful explosives), and assault on school personnel. These four offenses accounted for 96.3 percent of the reported acts.

Short-term suspensions increased by 4 percent. There were 216,895 short-term suspensions reported.

Corporal punishment has continued to decline as a tool educators use to manage student behavior. Four districts reported using corporal punishment 73 times in 2015-16, mostly in response to disruptive behavior, aggressive behavior and insubordination, and leaving school. The number of districts using corporal punishment has steadily declined over the past decade.



2016 Healthy Active Children Policy Report Presented

Why should educators be concerned about students' health and physical activity level? Research shows that active students are 20 percent more likely to earn an A in mathematics or English, more likely to stay on task and not require teachers to spend time managing their behavior,

and more likely to read above their grade level.

These are just a few of the reasons that the State Board of Education has had a focus for several years on healthy active students. The *State Healthy Active Children Policy Report* includes local School Health Advisory Councils; the encouragement of the Whole School, Whole Community, Whole Child Model; a focus on local wellness policies; physical education and healthful living; physical activity and recess; nutrition services, education and promotion; and policy monitoring.

This month, the State Board received its annual report on this topic showing that in 2016, all 115 school districts in North Carolina had School Health Advisory Councils (SHAC) and more than half of them met at least quarterly.

Following are some key points related to how SHACs are working in local schools and districts:

- 40 percent of districts reported that all of their elementary schools provide 150 minutes of weekly physical education with a certified PE teacher.
- 52 percent report that all of their middle schools provide 225 minutes of weekly healthful living with certified health and PE teachers.
- Districts report that they use the Youth Risk Behavior Survey and the School Health Education Profiles to help set health priorities.
- Districts say that their top areas of focus are physical activity, nutrition, mental health/counseling/social work, and ensuring a safe school environment.
- The concussion and head injury policy now includes all students – athletes or not – who suffer a concussion in the Return to Learn provision.
- The local wellness policy now includes school meal nutritional analyses and guidelines posted monthly on district websites, at least 20 minutes for lunch and water availability to all students during

the day.



Pre-Kindergarten Makes a Difference, Yet is Unevenly Provided

Overall, students who participate in strong Pre-K programs have higher achievement test scores, lower levels of special education identification and grade repetition, higher graduation rates, fewer behavior problems, and increased employment with higher earnings and reduced welfare dependency.

The economic return on investment has been shown to be as high as \$16 for every dollar invested in Pre-K, according to a [study](#) on costs and effectiveness of Pre-K programs required by 2016 legislation and completed by the Departments of Health and Human Services and Public Instruction. These positive results are greatest for children who are the most at risk of poor school performance, and were seen to hold steady after the Pre-K years are over.

Funding for Pre-K is not comprehensive or evenly applied at present, however. Depending on the type of location and provider, costs per student vary from \$9,088 to \$9,197, and state funding ranges from covering 72 percent of the cost (for private child care providers) to 46 percent of the cost (for Head Start). To cover the full actual cost for these 27,019 students enrolled would cost approximately \$49 million or \$1,800 per slot.

Recommendations of the report included a second study to collect more information on revenues that support NC Pre-K by type of setting; possible increases to the administrative cost cap; options to better define how administrative funds can be used; and consideration of state resources that may be used to offset local administrative costs.

Mentor Teacher Requirements Updated

Beginning teachers benefit from the guidance of mentor teachers as they master the essentials of being a successful classroom teacher. This expectation has been in place for many years, and in February the Board approved changes to its policies about beginning teachers and mentors.

The changes, which reference back to NC General Statutes 115C-296(e), note that school districts are to select excellent, experienced and qualified teachers to serve as mentors. Under the revised policies, mentor teachers must be rated at least at the “accomplished” level on the NC Educator Effectiveness System. This level requires ratings of accomplished or higher on three of the five standards to include Standard 4 on the most recent summative evaluation. Mentor teachers must have met expectations for student growth.

Once a mentor has been assigned to a beginning teacher, the teacher may continue to serve as that beginning teacher’s mentor throughout the beginning teacher’s three-year support program.

2016 Milken Educator Award Winner Recognized



Amanda Robertson, a fourth grade mathematics teacher at Jones Intermediate School in Mount Airy City Schools, is the 2016 NC Milken Educator Award Winner and was recognized at the February Board meeting.

Robertson received this honor last fall at a surprise school assembly, receiving a check for \$25,000 to spend as she pleases. Robertson, who has taught for eight years and was recently named Mount Airy Teacher of the Year, joined up to 35 other educators

nationwide to win the award this year.

Milken recipients are chosen on the basis of educational talent as demonstrated by effective instructional practices, student learning outcomes, and exemplary educational accomplishments outside the classroom that provide models of excellence for the profession. The award focuses on early-to-mid-career educators who offer strong, long-term potential for professional and policy leadership.

Career and Technical Education Administrator and Teacher of the Year Honored

February is *Career and Technical Education Month*, and this year the Board marked that month by honoring two CTE educators.

Lee O'Neal, DPI Regional Coordinator for the North Central Region, is the CTE Administrator of the Year. Michael Holman, a teacher at East Chapel Hill High School, Chapel Hill-Carrboro Schools, is the CTE Teacher of the Year.

SBE Highlights: A [checklist](#) of Board actions is posted every month at the conclusion of the meeting. The State Board of Education's next meeting will be held March 1-2 in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh, NC. Board materials will be available [online](#) by clicking on the Meetings tab.



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